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Culturally Responsive Education and the Danielson *Framework for Teaching*

Division of Teaching & Learning
Expanded Success Initiative
Curriculum, Instruction & Professional Learning

Reflect on the following:

"We have struggled in schools to engage issues of race and cultural differences constructively, but we haven't yet learned how to speak about such matters, embedded as they are with guilt, shame, confusions, superiority, inferiority. Even as we tend to acknowledge that race and issues of difference need to be central to the curriculum, that curriculum is virtually absent. Our challenge is to make the school a safe setting to engage in conversation and serious inquiry about race and cultural difference. If schools aren't such a place, where else will these conversations occur constructively?"

– Vito Perrone, 1991, Harvard Graduate School of Education

Outcomes

> Participants will explore how culturally responsive instruction can improve students' experiences of school.

> Participants will brainstorm possible examples of culturally responsive instruction as aligned to the Danielson *Framework for Teaching* components 1b, 2a, 2d, and 3c.

> Participants will share links between their own work and the equity work discussed in the session.

Agenda	
Introduction	5 min
Reviewing CRE and the *Framework for Teaching*	20 min
Possible Example Brainstorm	15 min
Teacher Support Brainstorm	20 min
Connections to the Work of DT&L	10 min
Closing	5 min

Partner Share

"We have struggled in schools to engage issues of race and cultural differences constructively, but we haven't yet learned how to speak about such matters, embedded as they are with guilt, shame, confusions, superiority, inferiority. Even as we tend to acknowledge that race and issues of difference need to be central to the curriculum, that curriculum is virtually absent. Our challenge is to make the school a safe setting to engage in conversation and serious inquiry about race and cultural difference. If schools aren't such a place, where else will these conversations occur constructively?"

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Culturally Responsive Education (CRE)

> An approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes

> A way of teaching that validates the values, prior experiences, and cultural knowledge of students, and has the potential to transform students' lives

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CRE Framework: Levels 1 & 2

Contributions Approach:

- Most commonly used; focuses on the teaching of heroes, holidays, and discrete cultural elements
- Highlighted heroes tend to reflect dominant social ideologies

Additive Approach:

- Cultural content is added into the curriculum without disrupting the Eurocentric or mainstream canon
- Experiences of cultural groups are still interpreted/viewed from the dominant perspective

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CRE Framework: Levels 3 & 4

Transformation Approach:

- Restructures the curriculum so that concepts, issues, or events are viewed from multiple perspectives
- Teaches that knowledge is socially constructed and depends on one's positionality (race, gender, SES, etc.)

Social Action Approach:

- Extends the transformation approach by pushing students to make decisions and act on social issues important to them and their community

Levels of CRE Activity

Level 1	Level 2
Contributions Approach	**Additive Approach**
This is the most commonly used approach in schools and focuses on the teaching of heroes, holidays, and discrete cultural elements. This approach is likened to teaching the "foods, festivals, and folk dancing" of cultural ethnic groups. Ethnic heroes that are highlighted tend to reflect dominant social ideologies and be less radical.	This is when cultural content, concepts, and themes are merely added into the curriculum without disrupting the Eurocentric or mainstream canon. Adding a book to the curriculum without changing its framework is an example of this approach. In addition, the experiences of these cultural groups are still interpreted and viewed from the dominant perspective.

CRE in the Language Arts Classroom

As you watch, **consider**:

> How does culturally responsive education improve students' experiences of school?

> How does culturally responsive teaching differ from more traditional instructional approaches?

The Danielson 2013 *Framework for Teaching*

Domain 1: Planning and Preparation
a. Demonstrating Knowledge of Content and Pedagogy
b. Demonstrating Knowledge of Students
c. Setting Instructional Outcomes
d. Demonstrating Knowledge of Resources
e. Designing Coherent Instruction
f. Designing Student Assessments

Domain 2: The Classroom Environment
a. Creating an Environment of Respect and Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space

Domain 4: Professional Responsibilities
a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Participating in a Professional Community
e. Growing and Developing Professionally
f. Showing Professionalism

Domain 3: Instruction
a. Communicating With Students
b. Using Questioning and Discussion Techniques
c. Engaging Students in Learning
d. Using Assessment in Instruction
e. Demonstrating Flexibility and Responsiveness

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Today's Focus Components

> **Component 1b:** Demonstrating Knowledge of Students

> **Component 2a:** Creating an Environment of Respect and Rapport

> **Component 2d:** Managing Student Behavior

> **Component 3c:** Engaging Students in Learning

Instructional Example Brainstorm

1. Read the Overview and the Effective/Highly Effective indicators of practice for your component. *(5 min)*

2. Chart examples of what you might see in a classroom where culturally responsive instruction is taught at an Effective or a Highly Effective level. *(10 min)*

Teacher Support Brainstorm

In groups, please rotate to the other stations. With sticky notes, add the following:

- First Station: Read examples and add **mindsets and beliefs** teachers need to successfully implement this work.

- Second Station: Read examples and add **challenges** teachers may face in successfully implementing this work.

- Third Station: Read examples and add **supports** teachers might benefit from to successfully implement this work.

Connections to the Work of DT&L

Please discuss one of the following questions with a partner:

> What are one or two ways your work could support teachers in implementing culturally responsive instruction?

OR

> What are some ways you could turnkey this learning to your team to support this work around equity?

Closing

Thank you for your focus and commitment to professional learning.

Check out **WeTeachNYC** for many valuable resources.